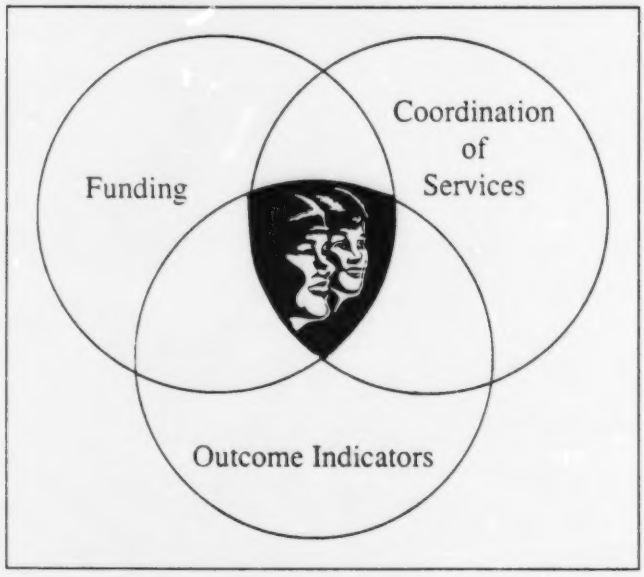
SPECIAL EDUCATION REVIEW



Executive Summary

May, 1990

Alberta
EDUCATION

ERC
Alberta Education
Response Centre

91-05313/

SPECIAL EDUCATION REVIEW
Executive Summary

INTRODUCTION

On November 28, 1989, the Minister of Education, the Honourable Jim Dinning, announced to the Alberta School Trustees' Association convention in Calgary that the Department, in cooperation with other stakeholders, would review a number of aspects of special education. This initiative has focused on three areas: funding, coordination of services, and outcome indicators. A discussion paper is the result of the first phase of this review. Its purpose is to provide insight into the current status of the three main areas of the study based on information gathered from 20 school jurisdictions. It will also serve as a basis for discussion of alternative future directions.

BACKGROUND

During the past fifteen years, the number of students who have been identified as having special needs and who have been provided with special education services in schools has increased dramatically. A number of factors have contributed to this trend which is expected to continue over the next number of years. They include:

1. The total number of school-aged students has increased.
2. Schools are required to assume responsibility for all school-aged students. (The School Act in Alberta and the courts across Canada and the United States have granted handicapped children access to educational opportunities, and this has essentially opened the schools' doors to all students).
3. Medical advances have resulted in a significant increase in the survival rate of premature infants, and have enhanced the functional capacities of children born with disabilities and school-aged accident victims.
4. There is a trend towards deinstitutionalization. Many children with severe disorders who, in the past, were accommodated in institutional and hospital settings are now placed in community settings where the school serves as a focal point for services.
5. More students are being identified and categorized as having "special needs".

6. The use and abuse of drugs during pregnancy has increased. This phenomenon has a serious negative impact on the functional and learning abilities of children.
7. There appears to be increased financial and personal stress in families. Indeed, the structure of the family has changed significantly.
8. There is an increased parental demand for special services when a child's achievements do not meet the parents' expectations.

THE APPROACH

The review focuses on the following key questions in the identified areas.

A. Funding

1. What are the total expenditures on special education and what is the extent of the local contribution?
2. Are provincial funds for special education distributed equitably among school jurisdictions?

B. Coordination

1. What non-educational services are required by students with special needs and who is providing them? Are there gaps or overlaps in the provision of these services?
2. How can government, school jurisdictions and community organizations enhance the coordination of non-educational services required by students with special needs?

C. Outcome Indicators

1. What indicators do we have of the outcomes of special education programming?
2. What should Alberta Education monitor in the area of special education?

The first phase was designed to explore the current situation relative to these areas.

Four committees were established to assist in the review of special education issues. A steering committee which has guided the review process to date includes representatives from:

the Alberta School Trustees' Association
the Alberta Teachers' Association
the Conference of Alberta School Superintendents
the Premier's Council on the Status of Persons with Disabilities

the Association of School Business Officials of Alberta
Alberta Family and Social Services
Alberta Health
Alberta Education

Three technical committees provided advice and assistance on such matters as the development of the data collection instruments and the identification of alternative approaches to addressing concerns in each of the three areas.

The review is being done in two phases. The first phase, which was exploratory in nature, culminates with a discussion paper. The second phase will include:

1. additional data collection from school jurisdictions;
2. input from parents, advocacy groups, organizations, agencies and government departments;
3. review and analysis of input;
4. recommendations for future action;
5. implementation plan.

During phase one, data was collected from 20 school jurisdictions across the province. The selection of participants was done randomly within categories representing different sizes and types of school jurisdictions. The jurisdictions represent each of the six provincial zones and exhibit a range of characteristics with respect to incidence rate of students with severe handicaps, extent of required local contribution and the reported level of expenditure on special needs students.

DISCUSSION PAPER

The discussion paper presents information on data collected from the sample of school jurisdictions in the areas of funding, coordination of services, and outcome indicators. It also outlines alternatives for action in each of the three areas and principles which may be used as criteria to measure the viability of the alternatives considered.

FUNDING

In the funding area the study revealed that in the jurisdictions sampled special education is supported, on the average, at a slightly higher level than regular education. It was also found that the Alberta Education proportion of support for special education is higher in the smaller jurisdictions than in the large urban systems.

COORDINATION

The review found that there is a growing need for support and services which have not been the traditional roles of education. Needs range from specific and many times specialized health care services such as catheterization, suctioning and gastrostomy feeding to more socially related needs related to drug and alcohol abuse, family breakup and behavioural and emotional disorders. Student needs that the education system must handle are growing in complexity and require skills which in many cases respondents argued are not part of the educator's training. In general, the larger the school jurisdiction, the greater the number of services required. Little or no demand for support services existed in some of the smaller jurisdictions. In contrast, school jurisdictions in large cities or adjacent to them experienced a disproportionately high demand for such services.

With respect to gaps in services, the area of psycho-social services was of primary concern to the jurisdictions under study. It was suggested that the changing values in society which are reflected in the increases in family break-up, family violence and child abuse have provided a significant challenge to the traditional school. Children in growing numbers and at a younger age, demonstrate physical and emotional stress and trauma. Schools recognize these needs and realize that the psycho-social needs of the child have to be met before educational needs can be successfully addressed. The lack of appropriate support in this area is the number one concern identified. Many school jurisdictions indicated that the following services are not available: behaviour therapy, family liaison program, pediatric screening for developmental delay, social work, mental health services, psychiatric evaluation and therapy, occupational therapy, audiology, crisis counselling, child psychiatry.

The need to delineate responsibilities among government departments was perceived by school jurisdictions to be an urgent one. This delineation and clarification is necessary at the local level as well as at the provincial level. School district personnel feel that only education must provide services to all while other agencies and departments respond only when the child is in crisis, if then.

OUTCOME INDICATORS

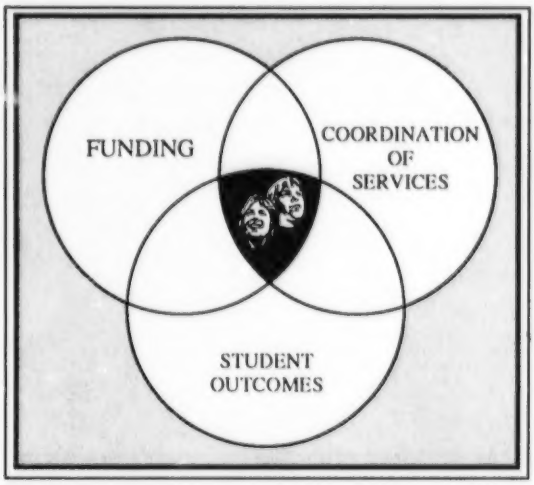
School jurisdictions tended to focus on academic achievement as the main outcome indicator for all students with little emphasis on measuring self-esteem, social skills, vocational and employability skills, organizational skills, study skills and thinking skills. School jurisdictions generally do not have outcome information available on individuals following school departure although all felt this type of outcome information should be available. The primary method to collect information on outcomes for students with learning disabilities is the Individualized Program Plan developed for each student.

Copies of the full Special Education Review Discussion Paper are available from:

The Education Response Centre
6240 - 113 Street
Edmonton, Alberta
T6H 3L2

The paper has been widely circulated and individuals and groups are being encouraged to submit written reactions or to meet with the review team to discuss their views and to provide advice and assistance in arriving at solutions to the issues and concerns identified. It is expected that, through this collaborative process viable alternatives to address issues in special education will be identified.

SPECIAL EDUCATION REVIEW



ACTION PLAN

Alberta EDUCATION

January, 1991

ERC
Alberta Education Response Centre

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

January 11, 1991

Dear Reader,

I am pleased to provide you with the Action Plan from the Special Education Review.

Our schools are welcoming an increasing number of children with special needs for well-coordinated, high quality programs and services. Schools and school boards have done a tremendous job in meeting those needs. But they are being stretched to the limit, placing pressure on the once "normal" way of doing things . . . in government, in the country, in our schools and in our homes. Normal doesn't live here any more. That is why I initiated this review early last year.

It's time to look beyond our current ways of doing things and to find new ways of supporting and delivering our extensive network of social, medical and educational programs and services. We need to better organize the support provided by government and other associations and organizations. The Action Plan sets out a series of recommendations designed to achieve that objective.

Let me know what you like, don't like and what you would like to see. Submissions should be sent by March 31, 1991 to:

H.L. Finnestad, Director, Education Response Centre
6240 - 113 Street
Edmonton, Alberta T6H 3L2
Phone: 403-422-6326 Fax: 403-422-2039

Planning is underway for a Minister's forum on special education to be held in May of 1991. The Forum will provide an opportunity to discuss the Action Plan, finalize recommendations, and consider implementation strategies.

I appreciate the advice and support we received from parents of disabled students, advocacy groups, school jurisdictions, other government departments, and many others. This Action Plan is based on the input and on the findings of the working committees and advisory committee established to conduct the Special Education Review. I'm hopeful that, with continued involvement of our partners, this Action Plan will help us resolve the complex issues we face today.

Yours sincerely,

Jim Dinning
Minister of Education

ACKNOWLEDGEMENTS

Alberta Education wishes to thank the various individuals and agencies who contributed significantly to the development of this Action Plan. To assist in the Special Education Review four committees were established. The individuals on these committees have been extremely committed to the review process and have consistently provided important advice and assistance to the review team over the past twelve months.

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Thank you as well to the many individuals and organizations who contributed to the Review by submitting written briefs and making oral presentations. The thoughtful responses we received contributed greatly to the Action Plan. Appendix A provides a list of groups and individuals who responded to the Discussion Paper.

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PREFACE

On November 28, 1989 the Honourable Jim Dinning, Minister of Education, announced at the annual convention of the Alberta School Trustees' Association that Alberta Education, in cooperation with other stakeholders, would review a number of aspects of special education. This Special Education Review has focussed on three areas: funding, coordination of services, and outcome indicators. In May of 1990, Alberta Education released a Discussion Paper presenting the results of Phase I of the Review. The paper reported on the status of the three areas under study, based on information gathered from a sample of 20 school jurisdictions. It presented alternatives to the current system and served as a basis for discussion of future directions. The Discussion Paper was distributed broadly throughout the province and responses were received from a variety of individuals and groups.

Alberta schools are currently doing a commendable job of meeting the changing and growing demands of providing a broad range of services to students with special needs. However, data collection in Phase I of this Review indicates that the staff, knowledge and resources of education alone are no longer sufficient. The system has reached its limit the way it is currently structured. The Action Plan reflects a need for a fundamental change to the way services for special needs children are supported in Alberta schools. It recognizes the changed role of schools in delivering a variety of instructional and non-instructional services to accommodate all students. It suggests actions necessary to help schools serve in that changed role: the focal point for delivery of a full spectrum of programs and services for students with special needs and for their families.

This Action Plan is the result of extensive discussion and cooperative efforts. Further discussion and working together will be needed to refine the recommendations presented in this plan and develop implementation strategies.

The Review Team is available to meet with individuals and agencies, to receive reaction to the recommended actions contained in this plan, prior to the Ministerial Forum planned for May, 1991.

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SCHOOL OF THE FUTURE: A VISION FOR ALBERTA

Alberta schools are facing serious challenges in providing a variety of services to children with special needs and their families. Under the School Act, all children, regardless of need and ability, are required to attend school. Consequently, there is a growing need for support and services which have not been traditionally included in the mandate of the school.

A number of factors contribute to the changing role of schools in our society:

1. *Medical advances have resulted in the survival rate of premature infants, and have enhanced the functional capacities of children born with disabilities and school-aged accident victims.*
2. *There is a trend toward "de-institutionalization"; many children with severe disorders are being placed in community settings and attending their neighbourhood schools.*
3. *More students are being identified as having "special needs".*
4. *The use and abuse of drugs during pregnancy has increased; the result is often a serious negative impact on the functional and learning abilities of children.*

In addition to the changes, the nature of our society (and of families within society) has changed dramatically. There is a need for increased family support services and there are additional demands on schools to provide support which were previously provided by the family and the community.

The ways in which schools are supported and the range of support services they are equipped to provide have not kept pace with societal changes. Schools must now be the focal point for the delivery of a variety of services to Alberta children and their families.

The school of the future in Alberta will make comprehensive family services accessible.

The school of the future may incorporate the following components:*

- *School-based, year round, all-day care for children ages 3-5.*
- *School-based, before and after-school care for children ages 5-12.*
- *Family support and guidance through a home visit program for parents.*
- *Support and training to family care providers in the school's neighborhood.*
- *Screening and early intervention programs for children at risk.*
- *Counselling services for children with psycho-social needs and their families.*
- *Comprehensive non-instructional services that are required to maintain disabled children in an educational environment.*

Government and community supports will be provided in a coordinated fashion through the school, while keeping in mind that the school's primary function is to provide instruction.

This means a fundamental re-thinking of how schools are structured and supported. This Action Plan provides one small step towards that goal.

* *Adapted from "The School of the 21st Century." The Bush Centre in Child Development and Social Policy - Yale University.*

PART I: COORDINATION AND DELIVERY OF SERVICES FOR CHILDREN WITH SPECIAL NEEDS

OVERVIEW

This section presents 15 recommended actions on:

- **organizational structures**
- **providing medical services**
- **providing pyscho-social services**
- **fiscal responsibility**
- **providing other services**
- **reviewing and enhancing services**
- **interagency cooperation**
- **training needs of teachers and paraprofessionals**
- **early identification and prevention**
- **parent support and involvement**
- **clarifying terminology.**

BACKGROUND

We face two challenges in serving special needs children in Alberta: significant limitations on human and fiscal resources, and increasing demands for service. We need more efficient and effective coordination of service delivery systems. We need fundamental changes in the way we organize the services of government and community agencies.

The recommendations that follow are based on the following assumptions:

- That services to children should be provided in a coordinated, holistic manner.
- That improved inter-departmental coordination will support and improve the coordination and delivery of services in schools and communities.
- That community projects and inter-agency committees are most effective when they emphasize ongoing cooperation and consultation in service delivery.
- That enhancing service delivery involves making full use of available resources first and then allocating additional fiscal and human resources to fill in the gaps.

Appendix B provides a specific example of how services are currently provided and how they might be provided in future.

PRINCIPLES/GUIDELINES FOR COORDINATING AND DELIVERING SERVICES

1. The needs of Alberta children and their families are the primary consideration in organizing and delivering services.
2. Schools are a focal point for services to children and their families.
3. Service delivery systems are available, flexible and responsive to the needs of the clients.
4. Service delivery systems encourage the development of inter-agency partnerships in the community.

5. Service delivery systems are monitored and reviewed frequently to assess efficiency and effectiveness.

6. Education, health and social services to children emphasize prevention and early intervention.

7. Clients know what services are available.

8. The child, the parents and other persons are directly involved, as much as possible, in decisions that affect them.

9. Services to children are provided and supervised by qualified personnel.

ISSUES AND RECOMMENDED ACTIONS ON COORDINATION

Issue: Responses indicated that the services of government departments are often fragmented. Current informal contacts between government departments are often ineffective in dealing with issues and disputes regarding who is responsible for providing services and doing long-term planning. Some successful coordination arrangements do operate locally and regionally; these should be retained and supported.

Formal mechanisms are needed to coordinate and deliver services to meet the total needs of the child within and outside of school.

A new provincial coordinating structure would need authority, decision-making capability, responsibility, a clear mandate and unified, coordinated procedures that support the work of front-line field staff.

Many issues require immediate resolution. Consultation among government departments and with representatives of stakeholder groups is vital.

Recommended Action #1 - Children's Services Secretariat

1. **A Children's Services Secretariat should be established by the Premier to commence the work and provide initial leadership in implementing the recommendations of this Action Plan. One of the Secretariat's first tasks would be to study the feasibility of establishing a Department of Child and Family Services.**

- Terms of reference for a Children's Services Secretariat must include delegated responsibility and authority to implement recommendations in this Action Plan. The unit should be directed by an individual reporting directly to a sub-committee of Cabinet made up of the Ministers of Health, Education and Family and Social Services, and be staffed through full-time secondment from the departments involved.

- The proposed Department of Child and Family Services would include elements of the Departments of Health, Family and Social Services, Education, Advanced Education and the Solicitor General and elements of other departments that provide services to children from birth to 19 years of age.
- The proposed Department of Child and Family Services would reduce the need for service matrices, protocols or functional relationship statements which delineate responsibilities for the provision of services.
- There is no intent to create additional or new levels of administrative bureaucracy. The intent is to re-organize and combine existing branches and units of departments into a more efficient and effective single entity which would have sole responsibility for managing and directing services according to the needs of children.
- A planned process of consultation on the following recommended actions should help government make decisions about implementing a new provincial service delivery system.

Issue: The general mandates of government departments are outlined in statutes and policies. However, a clearer delineation of roles and responsibilities for providing specific services is needed. The School Act requires that all children attend school. With increasing numbers of children entering school with medical needs, we need a clarification of the responsibility to provide medical services. Specialized medical services are not part of the educator's training or expertise. When services are provided by untrained staff, there are legitimate concerns about safety and liability.

Recommended Action #2 - Medical Services

2. By December 1, 1991, a model should be developed for providing health support services to children. The model should include delineation of responsibilities of government departments for the administration and delivery of services and responsibilities for funding, training, supervisory and consultative services to support school programs.

- Under the direction of the Children's Services Secretariat referred to in Recommended Action #1, a working committee of representatives from the Departments of Education, Health and Family and Social Services, and other departments and professional associations where appropriate, would complete this task.
- The committee would review services required to sustain and support life, and medical interventions required on a routine basis to enable the child to function effectively in a classroom. Such services include (but are not exclusive to) the following: catheterization, postural drainage, suctioning, tube feeding, oral medication, injection of medication, oxygen support, and manual expression of bladder and stoma.

- Services required to help meet the physical needs of students should also be included in the model. These services include (but are not exclusive to) the following: lifting, positioning, transferring, feeding, toileting and other personal assistance.

Issue: Increasing numbers of school-aged children have psycho-social problems and/or are behaving in ways that are significantly inappropriate. The roles and responsibilities of government departments in providing services to these children are unclear. In some areas of the province services for these children do not exist or are difficult to access. Where a student's needs require the intervention of professionals with specialized training, school boards should not be held solely responsible.

Recommended Action #3 - Psycho-Social Services

3. To effectively provide school and community mental health services for children with psycho-social problems:
   a) The mandates, roles and responsibilities of schools and other service providers should be clarified, particularly with regard to assessment, referral systems, sharing information, and establishing and evaluating treatment programs and services.
   b) Communities which have poor access to psycho-social support services for children should be identified and services developed to serve these communities.

- By April 1, 1992, the Children's Services Secretariat described in Recommended Action #1 should develop methods for providing school and community mental health services.

Issue: Increasingly, school boards have been required to fund medical and psycho-social support services out of the local education tax base. We need to clarify who pays for what.

Recommended Action #4 - Fiscal Responsibility

4. School systems should have clear procedures for obtaining funds or services from the government department, or other sources, responsible for providing specific services.

- The Children's Services Secretariat described in Recommended Action #1 should develop procedures for school boards to obtain funds or services from the responsible government department.

Issue: Students often require speech and language therapy, occupational therapy and physiotherapy. Since these services are important to the child's academic success and overall development, they must be effectively integrated with instruction. These types of services are often administered or provided by more than one agency, and confusion results from differing administrative practices and delivery systems.

Recommended Actions #5-8 - Other Support Services

5. The authority and responsibility for providing speech therapy services should remain with the Department of Health, but differentiated delivery systems should be made possible, particularly in large urban systems. Where appropriate, funds should be provided directly to school boards with appropriate monitoring by the Health Units.

6. Clear definitions should be developed to help in identifying responsibilities of hospitals, education teams and health units.

7. The current 1:3700 ratio should be reviewed. The ratio may need to be lower where a number of students with disabilities require extensive service.

8. The Children's Services Secretariat identified in Recommended Action #1 should review the provision of other support services and consider:

   a) feasible and adequate school, home and community service delivery models.
   b) responsibilities for providing and paying for services.
   c) congruency of various service models for delivering speech-language services.

Issue: Increasing numbers of children with complex needs are placing significant demands on government departments, community agencies and school systems. More multi-disciplinary, inter-agency service delivery systems are needed in parts of the province where service gaps exist. In many cases, parents and other service recipients are unaware of outreach or itinerant services, as well as available local services.

Recommended Action #9 - Reviewing and Enhancing Services

9. The following steps should be taken under the leadership of the Children's Services Secretariat described in Recommended Action #1:

   a) Develop inventories or data bases of available local services and make them available to families.

   b) Review the services of government-funded agencies to assess their efficiency and effectiveness.

   c) Retain the services of agencies providing needed services and enhance them where possible.

Issue: A community typically has unique needs and a variety of services available. Often locally developed projects or initiatives are implemented to resolve service coordination and delivery issues. Therefore, it is not feasible or practical to prescribe one single approach to service delivery at the local level. Methods of local service delivery should remain flexible and reflect the needs of students and needs and priorities of the community and region.

Recommended Action #10 - Inter-Agency Cooperation

10. **Pilot projects, designed to facilitate inter-agency cooperation and coordinated delivery of services, should be implemented in selected communities.**

- The pilot projects would build on existing programs and initiatives, have a common focus, but vary in process to reflect local circumstances.
- The objective of the pilot projects would be to have health, education and social services work together.
- The pilot projects would be facilitated by Alberta Education.

Issue: Teachers and other school staff at the front line require more training as the numbers of school-aged children with complex and differing needs increase. Regular class teachers need to have the tools to deal with the integration of special needs students into their classrooms.

Recommended Action #11 - Training Needs of Teachers and Paraprofessionals

11. In cooperation with the Department of Advanced Education and with representation from Alberta post-secondary institutions and professional associations, the Children's Services Secretariat described in Recommended Action #1 should:
    a) Review available pre-service and inservice programs for teachers and paraprofessionals and assess their effectiveness in serving the special needs of Alberta children today.
    b) Recommend revisions in pre-service and inservice programs as necessary.

Issue: Early identification and intervention practices can reduce the severity of disabilities and the numbers of children requiring service.

Recommended Action #12 - Early Identification and Prevention

12. **Schools, in cooperation with community agencies, should design preventative and developmental programs to reduce the incidence of students with health, learning and social problems.**

- The Departments of Health, Education and Family and Social Services have primary responsibility for early identification and prevention. These programs should be provided in cooperation with schools.

- Early intervention programs should be available to children affected by poverty and other environmental factors, and for students who are at risk because of learning and social problems.

Issue: Parents have the primary responsibility for their children. Therefore, they must be meaningfully involved in planning and delivering preventative and treatment services. As well, families of special needs children often need help to function well.

Recommended Actions #13 and 14 - Parent Support and Involvement

13. **Parent support programs and services should be developed in Alberta schools.**

- Current parent support, training and awareness programs need to be enhanced.
- Parent support programs and student programs should be linked.
- Agencies and departments should work with schools to connect parent support programs with student programs.
- Identification of case coordinators at the local level would ensure that families know about community support services and how to access these services.

14. **Direct service providers should develop and distribute written guidelines and procedures on the role of parents in these areas:**

a) **identification**

b) **referral**

c) **assessment**

d) **planning and delivering programs**

e) **monitoring and reviewing program outcomes**

f) **appeals.**

Issue: Services to children are provided by many individuals with different professional background and experiences. Often these people do not use the same words to describe students' needs or the services provided to students.

Recommended Action #15 - Clarifying Terminology

15. Preliminary discussions of the roles and responsibilities of government departments and other agencies should involve defining the terms "instructional" and "non-instructional." Other terms should also be defined clearly to facilitate communication.

PART II: FUNDING FOR SERVICES TO SPECIAL NEEDS CHILDREN

OVERVIEW

This section presents 12 recommended actions on:

- financial reporting
- all exceptional students
- high incidence jurisdictions
- severely handicapped E.C.S. children
- non-instructional services
- private schools.

BACKGROUND

In Phase I of the Special Education Review, we reviewed a sample of school jurisdictions to determine the actual level of revenue and expenditure for special education programs and services. The findings were presented in the Discussion Paper released in May 1990. In general, we found that the ratio of provincial support for special education to local support, is slightly higher than it is for the total cost of education in school jurisdictions.

Reactions to proposed funding alternatives were varied, but there was general support for continuing the block funding approach. A common concern expressed was the school jurisdictions' responsibility for funding non-instructional services. A large number of respondents said that the current funding system would be adequate if non-instructional costs were provided and if the increasing number of special needs students was recognized in annual grant allocations. There was also a concern about disabled students attending private schools not receiving provincial funding.

A description of current Alberta Education grants to school jurisdictions is included in Appendix C.

PRINCIPLES/GUIDELINES FOR FUNDING SERVICES TO SPECIAL NEEDS CHILDREN

1. Provincial grants for the education of exceptional students are distributed efficiently and effectively, recognizing the variations in incidence levels.

2. Methods of applying for grants are administratively efficient at the local and provincial levels and they avoid the necessity for labelling students.

3. Grants support flexible programs that meet a wide variety of student needs.

4. Costs for non-instructional services, such as medical or social services, are covered by appropriate government departments or agencies outside of government.

5. Current and accurate information on the aggregrate costs of special education programs and services are maintained by school jurisdictions.

6. Grants support the principle of making school jurisdictions responsible for all their resident students.

7. Financial accountability is based on student outcomes (not input or process variables).

ISSUES AND RECOMMENDED ACTIONS ON FUNDING

School boards generally supported block funding but they noted a number of issues which need to be addressed to provide a more effective, efficient and equitable system of funding for special education.

Issue: Phase I of the Special Education Review gathered financial information on special education programs and services from a sample of Alberta school jurisdictions. In doing so, the review committee found that: (1) school boards do not follow consistent ways of recording revenues and expenditures in special education, and (2) school authorities vary in the approaches they use to estimate the amount they draw from local taxes and from provincial sources for special education purposes. The instrument developed for this review provided for a consistent way to estimate revenues and expenditures in special education. However, most jurisdictions have not yet had access to this instrument.

There is a perception on the part of some school boards that the current level of provincial funding is insufficient to provide a range of special education programs that include programs for students who are severely handicapped. The maintenance of current and accurate financial information would assist both Alberta Education and school authorities in making objective judgements.

Recommended Actions #1-3 - Financial Reporting

1. Alberta Education should work with school jurisdictions to refine further the system for obtaining information on revenues and expenditures in special education (target date, September 1991).
2. School boards should maintain current and accurate information on the cost of providing special education programs and services (target date, January 1992).
3. Alberta Education's monitoring procedures should include looking at information on the cost of providing special education programs and services (target date, January 1992).

- The instrument developed to collect financial data needs refinement. School systems will have to be able to use it themselves, so secretary-treasurers will need in-service training. Collecting data on expenditures and revenues in special education should eventually be an integral part of financial reporting in education.

Issue: Respondents had many suggestions and views on mechanisms for funding; however, most people feel the current block funding approach is the most effective and efficient means of providing financial support for special education. Although data collected in Phase I of the Review show that provincial grant increases have kept up with the increases in numbers of special needs students, there is a persistent perception that this is not so. A number of respondents advocated attaching the block grant to pupils served rather than resident students of a board.

Recommended Actions #4 and 5 - Special Education Funding for All Exceptional Students

4. **Alberta Education should continue to allocate grants for the education of students with special needs through a block funding approach.**

5. **The block grant should be allocated on a per student served basis.**

- Future adjustments to special education funding should reflect both inflation and changes to the incidence levels of special needs students.
- The block grant has these advantages for school jurisdictions: autonomy, flexibility, local responsibility and ease of administration.

Issue: Some school jurisdictions serve a higher-than-average number of special needs students. Placement decisions by government agencies (e.g., Family and Social Services) sometimes place an unexpected financial burden on school jurisdictions because they must support high-cost programs for a number of exceptional students who have been moved into the community.

To address these concerns, Alberta Education provides a High Incidence Grant, which is based on the number of severely handicapped students served in excess of the provincial average. However, school authorities must identify students in specific categories to determine their eligibility for the grant. These categorical descriptions are open to varying interpretations. Moreover, the grant requires a relatively high degree of administrative effort.

Provision of the High Incidence Grant on the basis of categorical definitions alone is not considered appropriate. There is a need to revise the grant application procedure to ensure that both the severity of the disability and level of required service are considered in determining eligibility for the grant.

Recommended Actions #6 and 7 - Special Education Funding for High Incidence Jurisdictions

6. Alberta Education should continue to provide a grant to school jurisdictions that serve a higher-than-average number of severely handicapped students.

7. **Alberta Education should work with school jurisdictions to revise the procedures for applying for this grant. Specific concerns are: determining the funding needed for severely handicapped students, reducing the administrative effort at the local level, and helping school jurisdictions that encounter unexpected expenditures after the final application date.**

- Increasing the flexibility in application deadlines would especially help small school jurisdictions when another agency places out-of-district students in group or foster homes after the September 30th student count.

Issue: Program Unit Grants (P.U.G.'s) are provided at the E.C.S. level (ages 2 1/2 to school-age) for severely handicapped children. P.U.G. funding is provided for individual children because block grants are not really appropriate for small public and private E.C.S. operators. However, individualized P.U.G. funding requires extensive administrative effort at the provincial and local level. Most school boards have sufficient numbers of students to make block funding feasible from E.C.S. to grade 12.

Since P.U.G. funding is based on a direct individual student grant from the government, it encourages schools to develop programs that require expensive support services. Then, in the transition to basic education programs, the child must compete with other exceptional students for a finite amount of money provided through block funding. That competition often creates concern among parents.

Recommended Actions #8 and 9 - Funding for Severely Handicapped Children in Early Childhood Services Programs

8. **In all but the smallest school boards and private operators that operate E.C.S. programs, the Program Unit Grant and special needs grant should be coalesced into an E.C.S. block grant to serve all children with special needs.**

9. **Alberta Education should establish a policy requiring public and private E.C.S. operators to work with the receiving school authority to develop a long-term individualized program plan for severely handicapped children, thereby addressing the transition from E.C.S. to school programs.**

- A type of block grant would begin to address the ongoing concern that severely handicapped students receive different treatment at the E.C.S. level and the basic education level (grades 1-12).

Issue: There was a great deal of concern about the use of "education" funds to support non-instructional (medical, psycho-social) services for exceptional students. These services are supported by provincial funds for children before age 6 and after age 18, but in grades 1 to 12 funding for these services is often partially supported by the local tax base. School authorities believe that additional funding should be made available for non-instructional services.

Recommended Action #10 - Funding for Non-Instructional Services

10. **Alberta Education, in cooperation with Alberta Health, Alberta Family and Social Services and other agencies, should clarify who has financial responsibility for non-instructional costs.**

- This recommended action will have to be addressed through the efforts of the Children's Services Secretariat suggested in the Coordination section of this report.

Issue: Alberta Education supports private schools through a basic instructional grant that is 75% of the grant provided to public and separate schools. The grant is based on students served. However, private schools are not eligible for the Special Education Block Grant. That grant remains with the jurisdiction in which the students reside. A result of the lack of provincial special education funding for private schools is that parents resort to lengthy appeals that consume substantial personal and financial resources.

Parents will continue to place their exceptional children in private schools for religious, ethnic, philosophical and "placement of last resort" reasons. They will continue to appeal to their local school jurisdictions and the province for financial support of their children's special education programs.

Recommended Actions #11 and 12 - Special Education Funding for Private Schools

11. **Alberta Education should provide block funding for special education to private schools (based on the total enrollment of private schools) and at the level of 75% of the special education block grant to public and separate schools.**

12. **The Association of Independent Schools and Colleges and other private school representatives should establish a committee to help Alberta Education develop an appropriate system of allocating block funds according to the needs of schools.**

- Boards would be obligated to support only those private school placements which they initiate, and then on a net cost tuition fee basis.

PART III: ASSESSING OUTCOMES AND DEVELOPING PERFORMANCE STANDARDS FOR EXCEPTIONAL STUDENTS

OVERVIEW

This section presents 13 recommended actions on:

- increasing awareness of and developing indicators of student outcomes and performance standards
- identifying and developing instruments/tests/surveys
- curriculum development
- monitoring activities
- professional development and training.

BACKGROUND

Phase I of the Special Education Review asked these questions:

- When do we know that our efforts in special education have paid off?
- What indicators do we presently use to assess the outcomes of special education programming?
- What outcomes should Alberta Education monitor in the area of special education?

Outcome-based education for exceptional students is still in its infancy. School jurisdictions tend to focus on academic achievement as the main outcome indicator for all students. There tends to be minimal emphasis on measuring self-concepts and other significant skills. As well, school jurisdictions generally do not have information about individuals after they leave school, although all respondents felt that this type of outcome information should be available. The primary method of collecting information on outcomes for exceptional students is the mandated Individualized Program Plan (IPP). The majority of school jurisdictions (75%) felt that Alberta Education should monitor student outcomes on a regular basis.

Alberta Education continues to be committed to public accountability and a policy-driven and results-based management approach. Therefore, this approach should be applied to special education as well as to all other aspects of the education system.

Assessing student outcomes is a shared local and provincial responsibility. The curriculum is established by Alberta Education based upon the Goals of Education and the Goals of Schooling (1978). All school boards in Alberta have evaluation policies, including policies on student evaluation.

There are two basic purposes for using outcome indicators in student evaluation. The first purpose is to document performance levels of students with a view to improving or maintaining knowledge, skills and attitudes (formative evaluation*). The second purpose is to be accountable and to certify the achievement levels of students. These two purposes apply both to individual students and groups of students. (See Table 1.)

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* See "Glossary of Terms," Appendix D.

Table 1

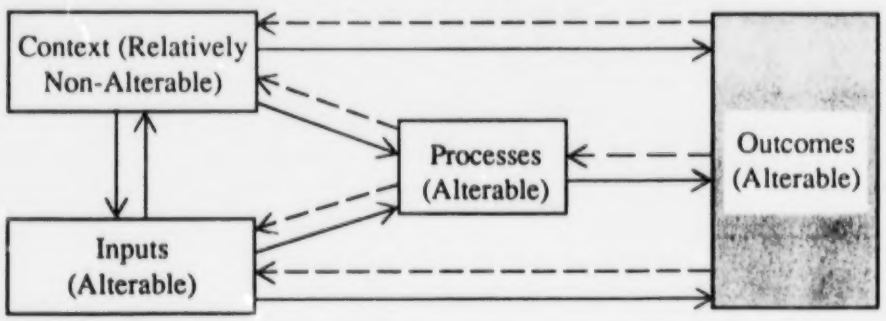
Types and Purposes of Evaluation for Individuals and Groups of Students

Types of Evaluation	Purposes
Formative Evaluation	• Improving and/or maintaining knowledge, skills and attitudes by applying infomartion to future instruction approaches
Summative Evaluation	• Accountability • Forecasting/Predicting • Certifying Achievement or Development Levels

Student outcomes are of course integrally connected to instruction (process) and organizational elements (context and inputs). Figure 1 illustrates how the aspects of schooling are interrelated. Information about outcome levels is helpful to those who are responsible for teaching, providing inservice, developing curriculum, preparing assessment measures, organizing for instruction, allocating funds, and carrying out all aspects of education.

Figure 1

A Model Depicting Aspects of Schooling and Linkages Among Them



NOTE: Dotted arrows indicate feedback channels.

In Figure 1, **"Context"** refers to school factors such as the age and condition of school buildings, current enrolment, current property assessments, the ethnic mix of the population and, expectations/values about schooling held by the parents. These factors are relatively fixed. The **"Inputs"** are organizational elements such as planning procedures, pupil-teacher ratios, coordination, financial

management, parent and community participation, resource materials, curriculum and the professional development and training of teachers. These elements are relatively alterable. The **"Processes"** are instructional factors in the classroom such as teaching methods and approaches, classroom climate, teacher expectations, and student management systems. These factors are also relatively alterable. The **"Outcomes"** are the achievement levels and growth of individual students and groups of students.

Examples of how teachers could assess outcomes for exceptional students are described and illustrated in Appendix E.

PRINCIPLES/GUIDELINES FOR ASSESSING OUTCOMES AND DEVELOPING PERFORMANCE STANDARDS

1. Student outcomes, a critical component of schooling, are clearly understood by teachers, health professionals and parents.

2. Students, parents and the public know when the program is achieving the expected results.

3. Desired outcomes are developed with a focus on the knowledge, skills and attitudes that are appropriate for each student, as agreed upon by all "partners" in education.

4. Longitudinal studies of exceptional students are used to understand how effective our education programs are.

5. Instruments for assessing outcomes for exceptional students should:

   a) assess academic achievement, self-concept, social skills, vocational/employability skills, study skills, organizational skills, learning strategies and other key areas during and following school departure

   b) assess success at school, thereby allowing for early detection of learning difficulties

   c) be reliable, valid, and accessible (easy for teachers to use)

   d) focus on individual growth

   e) vary in assessment techniques to allow students to demonstrate outcomes in all areas and using different modalities

   f) collect group information over time in order to evaluate the effectiveness of programs.

6. Curriculum developed or revised for exceptional students includes learner expectations and evaluation strategies.

7. Monitoring procedures have these features:

   a) Alberta Education monitors, assesses and reports outcomes for exceptional students as well as regular students.

b) Monitoring of outcomes for exceptional students is done locally and provincially on a regular basis.

c) Alberta Education provides a handbook to help school authorities develop a monitoring plan for exceptional students.

8. These approaches are part of all special education programs: mastery learning, diagnostic-prescriptive teaching, criterion-referenced measurement and standards, and Individualized Program Plans (IPP's).

ISSUES AND RECOMMENDED ACTIONS ON ASSESSING OUTCOMES AND DEVELOPING PERFORMANCE STANDARDS

Issue: We need to find or develop measurement instruments to assess progress among students with a wide range of exceptionalities. There are some such resources already available, but they may not fit the Alberta program. We also need baseline data to assist us in interpreting the results of periodic assessments.

Recommended Actions #1-7 - Increasing Awareness of and Developing Indicators of Student Outcomes and Performance Standards

1. Alberta Education should develop student outcome measures in cooperation with school jurisdictions in the following areas: academic, self-concept, and personal skills (social, study, self-help, leisure, organizational, thinking, and vocational/employability).

2. Alberta Education should prepare information resources, such as monographs, in cooperation with universities and others to make educators more aware of the importance of student outcomes and the relationship to other aspects of schooling (by September 1991).

3. Project funds directed by Alberta Education should be made available to teachers in school jurisdictions to work with Alberta universities and others in developing performance indicators for exceptional students (by September 1992).

4. Alberta Education should prepare a handbook to help school jurisdictions assess student outcomes and develop and describe expected performance standards for exceptional students (by September 1993).

5. The development of performance indicators should be coordinated with other related initiatives i.e., Educational Quality Indicators (EQI) and Provincial Educational Performance Standards (PEPS) projects, curriculum development.

6. Alberta Education should compile and assess a collection of available instruments/tests/surveys that assess student outcomes in cooperation with school jurisdictions (by January 1992).

7. Where necessary, Alberta Education should work with school jurisdictions, universities and others to develop instruments/tests/surveys/observation recording forms or alternative ways to gauge outcomes for exceptional students (by September 1993).

Issue: Curriculum developed for exceptional students should include student outcomes, and desired expectations. Since individualized instruction prevails in special education, evaluation needs to be tailored to the individual. Standards identified with outcomes need to be routinely recorded on Individual Program Plans.

Recommended Action #8 - Curriculum Development

8. Alberta Education's curriculum for exceptional students should be revised to include statements on outcomes, learner expectations, evaluation strategies, and performance standards (by September 1992).

Issue: Respondents expressed support for monitoring student achievement at major transition points and through longitudinal studies, at the school, jurisdiction and provincial levels.

Recommended Actions #9-11 - Monitoring Activities

9. Achievement of all exceptional students, relative to the Alberta Programs of Study, should be monitored by teachers, schools, school jurisdictions and Alberta Education.

10. Alberta Education should work with school jurisdictions, universities and others to develop instruments or other means of monitoring the effectiveness of education programs and post-school experiences of special needs students (by January 1992).

11. Alberta Education should develop and implement a monitoring plan for obtaining data on the achievement of groups of exceptional students (by September 1993).

Issue: Teachers report not having available information or opportunities for inservice training on assessing outcomes for exceptional students.

Recommended Actions #12 and 13 - Professional Development and Training

12. **The faculties of education at Alberta universities should instruct teachers-in-training on effective ways of assessing student outcomes.**

13. **Alberta Education should work with school jurisdictions and others to provide inservice training in assessing student outcomes.**

APPENDIX A

Special Education Review:

Written Submissions, Consultations and Verbal Presentations

WRITTEN SUBMISSIONS RECEIVED

ASSOCIATIONS/SOCIETIES

Alberta Associations for Bright Children
Alberta Association for Community Living
Alberta Association of Registered Occupational Therapists
Alberta Federation of Home and School Associations
Alberta School Trustees' Association
Association of Independent Schools and Colleges in Alberta
Conference of Alberta School Superintendents
Providence Child Development Centre
Speech, Language and Hearing Association of Alberta
Spectrum
Technical Resource Centre - Society for Technology and Rehabilitation

DEPARTMENTS OF GOVERNMENT

Alberta Advanced Education
Alberta Career Development and Employment
Alberta Consumer and Corporate Affairs
Alberta Health

HEALTH UNITS

Calgary Board of Health
City of Lethbridge Health Unit
Drumheller Health Unit
East Central Health Unit
Edmonton Board of Health
Foothills Health Unit
Leduc - Strathcona Health Unit
Minburn - Vermilion Health Unit
Mount View Health Unit
Peace River Health Unit
South Peace Health Unit
Southeastern Alberta Health Unit
Stony Plain - Lac Ste. Anne Health Unit
Vegreville Health Unit
West Central Health Unit
Wetoka Health Unit

HOSPITALS AND PSYCHOLOGISTS

Alberta Children's Hospital
Alberta Community Health Nurses Society
College of Physical Therapists of Alberta
Glenrose Rehabilitation Hospital
Northern Alberta Children's Hospital
Psychologists Working in a Large Urban School System
Richmond Family Services Ltd.

INDIVIDUALS

Gordon M. Bullivant
Carol and Barry Burkard
Tanis F. Eaker
Lois Fox
Loraine Harbin
Ellen Maitson
Frances L. McGilvray Cooke

PRIVATE SCHOOLS

Calgary and Edmonton Academies
Elves Memorial Centre
Heritage Christian School
The Learning Centre

SCHOOL JURISDICTIONS

Acadia School Division No. 8
Calgary Public School District #19
Calgary Roman Catholic Separate School District #1
County of Camrose #22
County of Leduc #25
County of Ponoka #3
County of Strathcona #20
Edmonton Public School District #7
Edmonton Roman Catholic Separate School District #7
Grande Prairie School District #2357
Leduc School District #297
Medicine Hat School District #76
North Peace Roman Catholic Separate School District #43
Red Deer Roman Catholic Separate School District #17
Red Deer Public School District #104
Westlock School Division #37
Wetaskiwin School District #264

Bernard Bajnok, Principal, Bishop Carroll High School
(Forwarded by Honourable Elaine McCoy)

UNIVERSITY DEPARTMENTS

University of Alberta - Department of Educational Psychology
University of Calgary - Department of Educational Psychology

OTHERS

Department of Education - New Brunswick
The Premier's Council on the Status of Persons with Disabilities

CONSULTATIONS AND VERBAL PRESENTATIONS

Alberta Association for Community Living
Alberta Children's Hospital
Alberta Teachers' Association Executive Council
Association of Independent and Private Schools
Autism Society of Alberta
Boards of the Calgary and Edmonton Academies
Council for Exceptional Children
Calgary Board of Health
Edmonton Autism Society
Edmonton Board of Health
Grande Prairie School Board
Learning Disabililities Association of Alberta
Special Education Council of the ATA Conference
Speech, Language, and Hearing Association of Alberta

Zone 1 CASS
Zones 2 and 3 Consultants and Supervisors
Zone 2/3 CASS Summer Retreat
Zone 4 Representatives
Zone 5 Special Education Administrators
Zone 6 Representatives

APPENDIX B

Coordination of Services: A Scenario

COORDINATION OF SERVICES: A SCENARIO

The following description describes the actual experiences of a child and a family in Alberta. Some information has been changed to ensure anonymity, but the events are essentially as they happened. Peter's situation is not untypical.

PETER IN 1990

Peter rode the bus today without incident, although he was teased because of his limp. In his grade two class he attacked a fellow student. When the vice-principal came to assist the classroom teacher, he too was kicked and punched by Peter.

Peter is an eight-year-old boy who is living in a foster home. He has two older brothers and his parents are divorced. At age two Peter contracted encephalitis. He appeared to recover from the disease. When Peter was three he was involved in a traffic accident and received serious injuries to his head and legs. He was hospitalized for several months and received medical and physiotherapy services.

Following the traffic accident, his behavior changed. He was often physically aggressive with playmates. His parents sought help from an office of Mental Health Services. Peter's intellectual and social skills were assessed and he and his parents were seen two or three times by a mental health therapist. No early intervention or parent support programs were available locally, although Peter continued to receive physiotherapy in the hospital.

In his Early Childhood Services program, Peter had hit and kicked other children. The teacher, with the assistance of a psychologist, implemented a behavior management program with little effect. The parents were advised to seek medical assistance because of Peter's uncontrolled behavior. A Ritalin drug therapy was started but it too was unsuccessful.

Child Welfare authorities became involved in his case when Peter was six. His first grade teacher documented evidence of physical abuse. Peter was placed in temporary custody and eventually with a foster family. During the custody investigation both his parents reported that they could not control Peter's behavior without using physical force.

This scenario brings to mind a number of issues:

- Peter received some high quality services, but there is no evidence of a coordinated treatment plan after his release from hospital.
- No one, including Peter's parents, was aware of his specific needs.

- His parents attempted to obtain help from different agencies which were not sharing information about Peter.
- Certain programs such as early intervention and mental health services were not available.
- Parents received no help in developing appropriate child management skills.
- Peter's classroom teacher is alone in managing a classroom crisis situation.

PETER IN THE FUTURE

In the school of the future Peter's case would be managed by a case coordinator. If Peter hit or punched students and adults the teacher and the vice-principal would have access to support services coordinated by the case manager coordinating all support services for Peter and his family. A decision would be made whether Peter should remain in his class or temporarily receive out-of-class services in a different program.

The teacher would know all about Peter's needs because there would be a comprehensive Individual Program Plan based on all available and relevant information gathered from all agencies with which Peter and his parents have had contact over the years.

Services would be provided in a holistic way according to Peter's diagnosed needs. The school and the ECS teachers could rely on multi-disciplinary treatment and support services available in the community or nearby. Peter's teachers would likely have received related training during their teacher training. As well, inservice training would be available for Peter's teachers, parents, and other adults in his life.

Peter's parents would have had opportunities to learn how to improve their skills in managing Peter's behavior. Early intervention and parent support programs would be available and these would be based on the principle of prevention. Counselling services would be available to help Peter's parents manage family problems.

This is what would have happened during Peter's early years. When Peter's behavior problems first became evident following his accident, his parents would be put in touch with a children's services worker in the community school. The worker would meet with the parents and identify Peter's immediate needs. On the basis of the parents' descriptions, a psychological assessment of Peter's intellectual and social development would be completed. In addition, a pediatrician would do a neurological and a physical assessment. The results of the assessment would be discussed with Peter's parents. Peter's early intervention program would be based on the assessment, and his development would be monitored by an inter-disciplinary team. Home visits would be an ongoing component of Peter's program. These visits would involve discussions with Peter's parents about his progress and suggestions about managing his behavior.

Following his recovery from the accident, the physiotherapist and medical staff would send relevant information to the children's services worker. Peter would be identified as a child requiring long-term physiotherapy. The details of his injuries would be described, particularly in areas where there could be long-term effects.

APPENDIX C

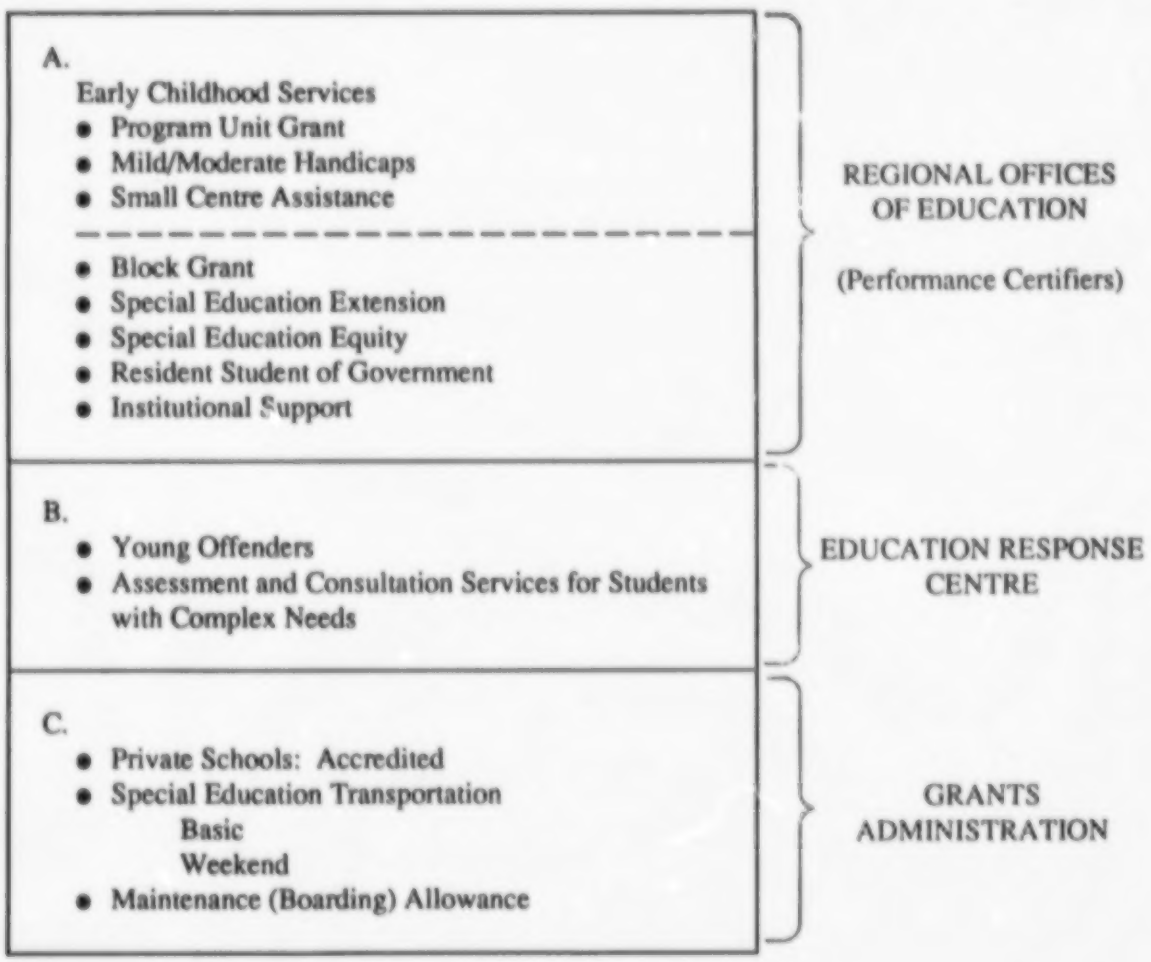
Alberta Education Grants to School Jurisdictions for Special Education, 1990-91

ALBERTA EDUCATION GRANTS TO SCHOOL JURISDICTIONS FOR SPECIAL EDUCATION, 1990-91

Provincial Special Education grants are available to school jurisdictions, Early Childhood Services operators and private schools. Figure 1 displays the available special education grants, and the branches responsible for administering the grants.

Figure 1

Provincial Special Education Grants



SPECIAL EDUCATION GRANTS: DESCRIPTIONS AND FUNDING AMOUNTS

Grant	Description	Funding Amount for 1990-91*
Section A		
Early Childhood Services		
• Program Unit Grants (P.U.G.) (Severely Handicapped)	Paid on behalf of severely handicapped children from age 2 1/2 years when documentation of the disabilities is provided to the Regional Offices.	
Units of 1-6 children		$22,431-$44,814
Units of 7 or more children		$44,814 + $7,469 for each additional child
• Mildly and Moderately Handicapped	Paid to approved operators who offer programs to meet the special needs of mildly or moderately handicapped children from age 3 1/2 years.	$1,386 per child
Small Centre Assistance • Mild and Moderate Handicap	Paid to approved operators in rural centres where the enrollment is less than 20, to offset higher costs related to the operation of necessary small centres. These centres receive additional money for children identified and claimed as mildly or moderately handicapped.	$1,976 per child
• Special Education Block	Paid on the basis of the resident pupil count to meet the needs of exceptional pupils. In turn, school boards must offer special education programs in accordance with provincial policies and procedures.	$181 per resident student

* Department of National Defense students receive funding at half the regular rate.

Grant	Description	Funding Amount for 1990-91
• Special Education Extension	Paid when school boards continue to provide special educational services to students who are beyond school age, who are attending a school of the board, and who require these services.	$2,204 per student
• Special Education Equity	Paid to a school board that serves a higher-than-average number of severely handicapped students. (The 1990-91 incidence rate is estimated at 0.0067.)	$9,600 per student in excess of the provincial average
• Institutional Support	Paid where the board provides approved educational programs to pupils in approved institutions or group homes deemed to be institutions. The grant is paid to a board for a teaching position in an institution where the pupil's admission to and discharge from that institution is under complete control of the institution rather than the board.	$23,695 per teaching position
• Resident Students of the Government	Paid to support the provision of educational services to all resident students of the government. Educational services may be provided to resident students through an agreement or contract with a board or any other person operating a school.	Net cost of the education program
Section B		
• Young Offenders	Educational services to (school-age) young offenders are provided through contract between Alberta Education and Alberta Solicitor General and an agent. Funding for the educational component of a young offender program is provided by Alberta Education.	$8,352 per student

Grant	Description	Funding Amount for 1990-91
• Assessment and Consultation Services for Students with Complex Needs	Through contracts with Alberta Education three provincial consulting teams provide services to assist local school jurisdictions in the provision of educational services for students with the following complex needs: i) sensory impaired multi-handicapped ii) severely emotionally disturbed iii) severely language disordered. The three teams are located in the following areas: Edmonton (Consulting Services) Grande Prairie (C.A.S.E.) Calgary (R.E.A.C.H.)	As negotiated by contracts with these school jurisdictions
Section C		
• Private Schools Accredited	To provide basic instructional support to accredited private schools dedicated to the education and training of children who are mentally, emotionally or socially handicapped.	$1,520 per pupil elementary $1,635 per pupil junior high $70.50/Credit Enrollment Unit to a maximum of $1,764 per funded student
• Special Transportation - Special Education (Basic) - Special Education (Weekend) - Special (Handicap) and In-Home Visits	Special transportation is provided where the student's disabling condition is such that it is not safe or feasible to use regular transportation.	$1,516 per student per year $2,543 per student per year $9.00 per round trip

Grant	Description	Funding Amount for 1990-91
• Maintenance (Boarding) Allowance	Paid to boards that are required to maintain a pupil in a residence other than that of the pupil's parent(s) or guardian(s).	$2,284 per student per year

APPENDIX D

Glossary of Terms:
Student Outcomes

GLOSSARY OF TERMS: STUDENT OUTCOMES

Evaluation	
Formative	evaluation designed to provide information useful for improving instruction and altering environments for individuals and groups.
Summative	evaluation designed to produce information useful in selection, placement, certification, prediction and accountability.
Exceptional students	individuals who require a different program or an adaptation or modification of the regular school program.
Growth	change in student performance over time.
Indicator	the information used to determine the result achieved.
Major transition points	traditional "milestone" points in schooling such as E.C.S. to grade 1; grade 3 to grade 4; grade 6 to junior high school; junior high school to senior high school; and the end of senior high school.
Measure	the means by which information is collected for each indicator.
Standard	the optimal or desired level of performance or quality, in quantifiable or observable terms, that is to be achieved. There are two types of standards - criterion-referenced and norm-referenced. For example, this is a criterion-referenced standard: "80% of the outcome objectives specified will be achieved (for the individual) by 90% of the group." This is a norm-referenced standard: "at least 0.67 of a grade equivalent gain in reading as measured by the Gates-MacGinitie Reading Test will be achieved during the year."
Student evaluation	according to the Regulations under the School Act the Minister may prescribe tests, examinations or other methods for the evaluation of student ability, achievement or development.

APPENDIX E

Using Outcomes and Standards with Exceptional Students: Three Scenarios

USING OUTCOMES AND STANDARDS WITH EXCEPTIONAL STUDENTS: THREE SCENARIOS

The following vignettes describe possible ways of evaluating the outcomes achieved by students with widely varying types of exceptionalities (sensory multihandicapped, moderately learning disabled, and gifted). These scenarios illustrate how evaluation of exceptional students may differ from conventional evaluations. There may be differences in ways of collecting information (e.g. by measurement, observation, judging work products), interpreting it (by applying standards), recording and reporting. In the responses to the section on Student Outcomes in the Discussion Paper, there were a few negative reactions to the concepts and the terms used since they seemed similar to the procedures used for regular students. Respondents thought they were inappropriate and unfair, and in some instances, not feasible for gathering, processing and reporting outcomes information for exceptional students. The descriptions which follow are intended to address these concerns and to illustrate that congruency can be achieved among evaluation procedures, the exceptional nature of the students' needs, and the programs provided.

Underlying Concepts

1. Individualized instruction is central to all programs for exceptional students. Outcome objectives must therefore be established for each individual, as appropriate for that student.

2. A common instructional strategy in special education is mastery learning. Therefore, recording and reporting may be as simple as indicating a "+" (mastery) or a "-" (non-mastery). To report progress for groups within a school, the jurisdiction and the province, an aggregation (a "roll-up") of the objectives or sets of objectives is required. For both individuals and groups the summary information reported may be the proportion (percentage) of objectives achieved.

3. Criterion-referenced measurement is compatible with individualized instruction, mastery learning, and diagnostic - prescriptive teaching or individually prescribed instruction. Every outcome indicator (objective describing observed behaviors, test scores, task accomplished or skill demonstrated) is compared or referenced to a standard (or desired expectation). The criterion may be a proportion of a set of target objectives, i.e., "85% of the objectives will be mastered."

The Individualized Program Plan (IPP) is the planning, recording and reporting document for special education students.

SCENARIO #1

Sensory Multihandicapped Student

1. Description of Student

   This youngster is severely mentally handicapped and deaf. The student has behavior problems that interfere with learning and social acceptance.

2. Sample Outcome Objective

   To eliminate socially unacceptable behavior so that learning can occur.

3. Evaluation

   The teacher and/or teacher's aide used the inappropriate Behaviors Observation Checklist (Table 1) to record the frequency of unwanted behaviors over a specified period of time.

4. Diagnostic-Prescriptive Teaching

   The teacher uses a program to reinforce desirable behaviors and extinguish unwanted behaviors over a specified period of time.

5. Criterion-Referenced Standard

   A standard is established for each of the six categories in Table 1. For example in the Self-Abusive category, the standard to be achieved would be extinction (elimination) of three of the four unwanted behaviors.

6. Recording

   Progress is recorded on the Behaviors Observation Checklist and transferred to the Individualized Program Plan (IPP).

7. Reporting Summary

   The IPP is the reporting document for the individual student. After the specified period of time has passed, a statement of student outcomes can be made. For example, "The student has achieved 80% of the outcome objectives."

   Progress for groups of students can be aggregated (rolled-up) and similarly reported for the class, school, jurisdiction and province. For example, "70% of the students achieved 80% of the outcome objectives specified."

   The reporting summary is subject to monitoring at the school, jurisdiction and provincial levels.

Table 1

Inappropriate Behaviors Observation Checklist*

NAME _____ SCHOOL _____ DATE _____

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PASSIVE	Non-attentiveness															
	Non-cooperation															
	Blank expression															
	Bizarre posture															
ACTIVE	Noises															
	Fidgeting															
	Aimless moving															
	Temper/hyperventilation															
SELF-ABUSIVE	Head banging															
	Biting self															
	Striking self															
	Pulling hair, ears															
PERSONAL	Undressing															
	Mouthing															
	Drooling															
	Grinding															
	Tonguing															
REPETITIVE	Head movement															
	Hand movement															
	Limb movement															
	Body movement															
	Stimulation with hand															
INTER PERSONAL	Annoyance															
	Abusive															
	Physical contact															

* From Planning Services Branch, Alberta Education (1984), **Summer Programs for the Severely Handicapped.**

SCENARIO #2

Severely Learning Disabled Student

1. Description of Student

   This student has great difficulty with reading comprehension.

2. Sample Outcome Objectives

   To improve the student's reading comprehension skills in these areas: finding the main idea, understanding the sequence of events, recalling details, and understanding the meaning of words (vocabulary). Another objective is to improve the student's academic self-concept.

3. Evaluation

   The Gates-MacGinitie Reading Test (Canadian Edition) measures vocabulary and comprehension. The Self Perception of Ability Scale (SPAS) measures self-concept-as-a-student.

4. Diagnostic-Prescriptive Teaching

   The teacher uses a program to address weaknesses and maintain strengths over a specified period of time.

5. Criterion-Referenced Standards

   Specific reading comprehension skills are identified at a particular level and mastery of three of the four skills is the standard or desired expectation. For academic self-concept, the standard is improvement in the Reading sub-scale score on the SPAS.

6. Recording

   The Individualized Program Plan (IPP) is the reporting document.

7. Reporting Summary

   The IPP is also the reporting document for the individual student. After the specified period of time, a statement of student outcomes can be made. For example, "The student has achieved 75% of the reading comprehension objectives and the academic self-concept objective."

   Progress for groups of students can be aggregated (rolled-up) and similarly reported for the class, school, jurisdiction and province. For example, "90% of the students achieved 80% of the objectives."

   The report summary is subject to monitoring at the school, jurisdiction and provincial levels.

SCENARIO #3

Creatively Gifted Student

1. Description of Student

   This student is placed in a special program to learn the skills of creativity.

2. Sample Outcome Objective

   To teach the four important factors of creativity and to enhance eleven identified creative strengths (see Table 2).

3. Evaluation

   The Torrance Test of Creative Thinking (TTCT) is used to assess an individual's creative potential and possible areas of strength. The TTCT provides norm-referenced measures and criterion-referenced measures to use in evaluating a student.

4. Diagnostic-Prescriptive Teaching

   The teacher uses a program to teach creative skills and strengths over a specified period of time.

5. Criterion-Referenced Standards

   The student is expected to practice and master the four factors that contribute to creative products/productions and demonstrate eight of the eleven creative strengths in various projects or products. This is the standard for acquiring and applying the four factors of creativity and the creative strengths.

6. Recording

   The Individualized Program Plan (IPP) is the reporting document.

7. Reporting Summary

   The IPP is also the reporting document for the individual student. After a specified period of time, a statement of student outcomes can be made. For example, "The student has achieved 80% of the creativity objectives."

   Attainment levels for groups of students can be aggregated (rolled-up) and similarly reported for the class, school, jurisdiction, and province. For example, "95% of the students achieved 80% of the objectives."

   The report summary is subject to monitoring at the school, jurisdiction, and provincial levels.

Table 2

I. Factors of Creativity	II. Creative Strengths
1. Fluency	1. Awareness of emotion
2. Flexibility	2. Put your ideas in context
3. Originality	3. Combine and synthesize
4. Elaboration	4. Visualize it - richly and colourfully
	5. Fantasy
	6. Richness of imagery
	7. Unusual visual perspective
	8. Internal visual perspective
	9. Breakthrough - extending the boundaries
	10. Humour
	11. Decentism - glimpsing infinity

* From Torrance, E.P. (1979) **In Search of Satori and Creativity**. Buffalo, New York: Creative Education Foundation, Inc.